JUN 5 1928

BIOLOGICAL READING ROOM GENERAL LIBRARY UNIV. OF MICH.

"Youth Groping for Guidance," page 665;
"Molding the Will," page 667.

Journal of EDUCATION

BOSTON, MASS.
Vol. CVII, No. 23

June 4, 1928

TEN CENTS A COPY
BY THE YEAR, $3.00

On May 4, 1928

The Strayer-Upton Arithmetics

WERE ADOPTED

by

The Board of Education

for EXCLUSIVE Use in all the Elementary Schools
of the

City of Denver, Colorado

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

In 48 States and the District of Columbia

THE PATHWAY TO READING

Coleman—Uhl—Hosic

is now in successful use. This widespread distribution is evidence of the universal appeal made by

1. the balanced program of reading material
2. the scientific method of teaching reading and
3. the attractive appearance of **The Pathway To Reading**

Complete series and accessory material now available

SILVER, BURDETT AND COMPANY

New York Newark Boston Chicago San Francisco

WASHBURNE INDIVIDUAL ARITHMETIC

By CARLETON WASHBURNE
E. J. KOEPKE, C. R. McAFEE, and F. BARNETT

This series of textbooks applies in practical teaching what scientific research has revealed as to number difficulties, methods of problem solving, standards of attainment, and difficulties in learning each arithmetic process. It is suitable for the ordinary class system as well as for individual instruction. It has been worked out in every detail during actual classroom use.

The books cover the usual work of the first three grades, although the plan is to eliminate rigid grade placement and permit individual progress. The division of the work into short units helps the pupil to master each step. Tests, keyed to specific remedial exercises, are part of the plan to meet the needs of the individual.

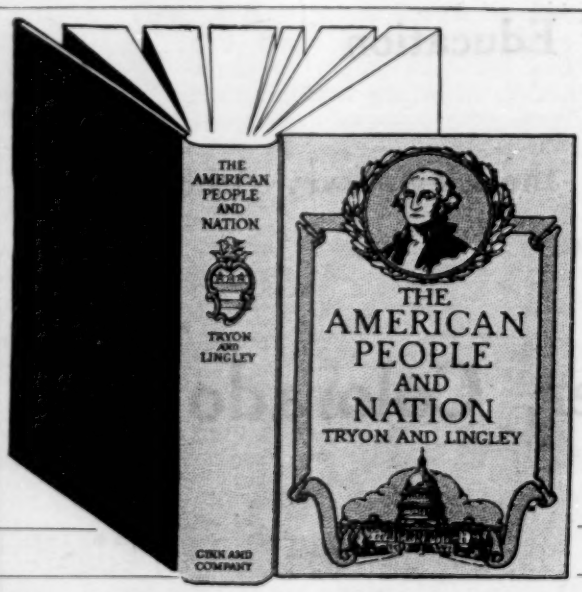
The up-to-date method of *Individual Arithmetic* has proved exceedingly interesting to the child in use and economical in time and in cost.

Send for further information

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland, and Manila

A history that has leaped into success



When this book was published a year ago high expectations for its success were entertained, for it possessed many new and different features that would be of great help to teachers of upper elementary and junior high school grades. . . . Its actual reception has exceeded expectations, high though they were. Eight months after publication it was used in some 850 places, and still others have joined the ranks since then. . . . If you are not acquainted with "The American People and Nation" and the opinions of it held by teachers all over the country, send for circular #576.

Boston **GINN AND COMPANY** New York

Chicago Atlanta Dallas Columbus San Francisco

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR JUNE 4, 1928

EDITORIALS:—
The Glory of Minneapolis 659
Great Historial Achievement 659
Training by Train 660
Vocational Guidance 660

THE MISSION OF FLOUR MAKING 661
By A. E. Winship

GET OUT OF DOORS (Poem) 662
By Edgar A. Guest

BELDING'S PAGE 663

WHAT'S IN A NAME? 664
By Bertha R. Palmer

YOUTH GROPING FOR GUIDANCE 665
By Truman F. Galt

MOLDING THE WILL 667
By Byron C. Kirby

QUALIFICATIONS OF A COACHING TEACHER 670
By Samuel Engle Burr

PERSONAL AND PROFESSIONAL 672

REAL EDUCATION 673

SCHOOL PROBLEMS 674

CHARACTER CHATS 675
By Joseph B. Egan
Tulip Torches 675
Keeping Awake 675
The Golden Melons 675
Obedience 676
Sharpening an Ax 676

EDUCATION IN ACTION 677

TREND OF THE TIMES 679

THE BOOK TABLE 680

GRINS BETWEEN GRINDS 681

EARTH WILL SHAKE IN 1951 682

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

The Glory of Minneapolis

WE ARE using in this issue an article on the names of Minneapolis schools by Bertha Rachel Palmer, state superintendent of North Dakota, and author of "Beauty Spots in North Dakota" (Richard E. Badger, Boston).

It is especially interesting to have such appreciation of the Northwest by a genuine Northwesterner whose ancestors were pioneers of the Northwest.

It does not stretch the imagination to see a school named for Daniel Webster, but it does strain the imagination to see schools named for Henry Olny and John C. Calhoun. Even Charles Sumner and Horace Greeley look a bit out of joint with William H. Seward sandwiched between them. It is amusing to see schools in the same city named for Blaine and Corcoran, Wendell Phillips and Stephen A. Douglas. Louis Agassiz, John Audubon and John Burroughs are an inspiring trio. Miles Standish looks lonesome in the Superior Country, as does Edward Everett, orator artistic.

Now we are in the halo of the real glory of Minneapolis in which women are honored as in no other public school system of America. Where is there anything approaching to the significance of naming a school for Edith Cavell; yes, and Clara Barton. What a suggestion are the names of Julia Ward Howe and Betsy Ross, Margaret Fuller and Harriet Beecher Stowe, Alice Cary and Louisa M. Alcott, Frances Willard and Jenny Lind.

But in all this glorifying of friends and lovers of children, high above all others stands the name of Horace Mann, who is one of twenty-eight New Englanders named.

Great Historical Achievement

IT IS MORE important that teachers should know the pioneering of the flour makers of America than to know a large part of the history that they are required to know, and it is of inestimable importance that the teachers in service and Teacher College and Normal School stu-

dents aspiring to teach should be made perfectly familiar with the routing of the flour mills from Wilmington, Delaware, and Baltimore to Minneapolis *this year* when the professional thought of the schools of America is focused on the Northwest with the Minneapolis mills providing the historical voltage.

It is even more important that teachers in every state and city from the kindergartner to the senior high school classical teacher should have clearly in mind the unfolding of flour-making from the primitive mortar and pestle to the manufacture of flour for special delicatessen bakeries.

No teacher of Latin could get a certificate to teach if she did not know several hundred historical facts of no possible importance for any one to know, and few think it of any value that any teacher, vocational or agricultural, should have clearly in mind the evolution of the industry that has been in touch with every home in America for more than a century.

The evolution of the flour mill is as definite and as fascinating as the development of railroads, or of the cotton industry, and, yet, no teacher is required to know anything of this famous phase of American history, which culminated in Minneapolis in the professional life of thousands of the teachers of today.

A meeting of the National Education Association in Minneapolis in 1928 should have high educational value for all teachers, yes, and for other educators, especially for all who speak to or write for teachers, and above all, for publishers of school histories, school readers, school arithmetics and books on General Science.

There has never been a better opportunity for the National Education Association to initiate a campaign of historical enlightenment than in making a knowledge of the Great Northwest inspiringly universal.

Training by Train

TEACHER training is the professional idealism of the day. There is a standardized professional curriculum that one must be exposed to in books and classrooms before he has a legal right to draw a teacher's salary.

Traditions, mischievous and sometimes vicious, have made it absolutely necessary to require training for would-be teachers and also for the best of teachers in service, but American intensity jeopardizes every good thing when specialists come into possession of it, and teacher training is no exception.

There are old people who have been comfortable so long in enervating stuffy air that they prefer to be physically and mentally stupid rather than to sleep with the windows open.

There is liability of a stuffy professional stupidity that is so comfortable for the specialist in teacher training *for* service and *in* service as to jeopardize the vitality and virility of education.

There can be no satisfactory courses on "How to Teach" taken in any professional institution unless the windows of America have been thrown wide open to the teachers-to-be and to the teachers-in-service.

There should be professional credit given every teacher who is exposed to the professional atmosphere of St. Paul, Minneapolis and Duluth this summer.

A teacher in New England whose school is named for some local politician of long ago will be a different woman evermore when she sees the schoolhouses of Minneapolis broadcasting the names of thirty famous New Englanders.

There is something in training by train that cannot be learned by intelligence tests that lack intelligent knowledge of the varied glories of the United States.

Vocational Guidance

IT IS ONLY twenty years since there was any recognition of Vocational Guidance. It was in 1908 that Mrs. Quincy Agassiz Shaw of Boston started the "Vocational Bureau of Boston" with sufficient financial resources to be begun as a department of the Civic Service House in the North End of Boston.

There should be a brief account of the famous service rendered Boston by the daughter of Louis Agassiz. No wealthy woman of her day started as many good things that developed into big things as did Mrs. Quincy Agassiz Shaw.

Mrs. Shaw's inspiration came from Frank Parsons, the first director of the "Vocational Bureau of Boston." He was the skilful pioneer and scientific guide of Vocational Guidance for many years.

Meyer Bloomfield was the director of the Civic Service House where Mr. Parsons was developing Vocational Guidance, and Mr. Bloomfield adapted and materialized the ideals of Frank Parsons. All this has come within twenty years.

Five years ago Vocational Guidance was thoroughly established in one-third of the states of the Union, and there was something of it functioning in every important city in the United States.

Today Dr. John M. Brewer of Harvard Graduate School is making Vocational Guidance one of the most attractive as well as a vital function of the oldest, richest, and most classic institution of the New World.

The Mission of Flour-Making

By A. E. WINSHIP

IT WAS more than a century after the English landed at Jamestown and Plymouth before flour was made for commercial purposes.

There was little wheat raised in the first century. Corn, native to the New World, was a curiosity, and "corn meal" was eaten almost exclusively. Corn meal was uniformly home-made with mortar and pestle, and when wheat was raised flour was home-made in the same way.

Wheat was not easily raised. The Atlantic Coast soil and climate were not adapted to wheat, which is a notional grain. It is to corn in this regard what horses are to oxen. The first soil and climate that proved valuable for wheat raising was in Southeastern Pennsylvania, Delaware and Northern Maryland.

The market for wheat flour was as rare as were well-bred and well-groomed horses. The homes in Virginia and the North Atlantic country where wheat did not thrive had appetites that were "well bred and well groomed," as it were, and a market developed as soon is it was possible to supply the demand, and Wilmington, Delaware, the centre of the wheat country, developed the first progressive stride in commercializing the flour industry, namely the creation of the *flour mill.*

The flour mill was the utilization of the mortar and pestle scheme on a larger scale. The mill stones were the mortar and pestle. The lower stone was the mortar, the upper was the pestle which revolved and crushed and ground the wheat.

At first this upper stone was revolved by using an ox attached to a long pole, and as the ox was driven around in a circumference of a circle the upper stone crushed the wheat to a crude flour.

The first improvement was substituting a horse for the ox, for he could be talked to, or talked at, which was a great improvement over requiring a man or boy to prod the ox with a sharp prong.

It was not long before the mill was built near a stream and water power was utilized and found to be preferable. Where there was no stream, steam power was ultimately used. From ox to horse, from water power to steam were notable advances, but there was no advance on the idea of mortar and pestle.

The mill was greatly enlarged as the power was magnified, and it was practically impossible for man-labor to handle the wheat or the flour and *labor saving* was necessary. The first famous labor-saving device was the creation of the *endless belt,* which fed itself automatically at the bottom and emptied itself automatically as it went over the top. This improvement made the size of the mill of no especial account.

The mill stones were cumbersome, and ultimately iron rollers were substituted. This was the first vista of the scientific vision of the modern delicatessen luxuries which would have been no more possible with mill stones than flying machines would have been with ox power.

But these iron rollers overdid their virtue at first, as is quite common with civic and social virtues. The iron rollers crushed the wheat so fine that it burned the flour till it looked like ground coffee, and it cost more to bleach it than it did to grind it.

The remedy was to have sets of six rollers. The first set would delicately crush the hull, each set would do a little more, and no harm was done to any vital feature of the wheat.

The creation of scientific flour-making was as brilliant an industrial discovery as was the use of long distance power transmission in the development of hydro-electric power, or of the spark plug in the gasoline motor.

The famous miraculous achievement which can provide an almost infinite number of sets of rollers to create as many varieties of flour as there are delicatessen tastes with prices varied enough to meet the social and financial ambition of millionaire entertainers, has come from the scientific discovery of the possibilities in sets of rollers.

As a companion piece to the importance of sets of rollers came the discovery of the possibility of creating an almost infinite variety of wheats adapted to any range of soil and climate, to any aspiring delicatessen national appetites.

From the flour mill with its mill stones and ox power to the sun-lit, dustless flour mills of to-day producing delicatessen flour of a given quality for a creator of a famous variety of bread and pastry is as miraculous as the change from the prairie schooner of '49 to the Olympian Pullman with steel cars made expressly for fast, dustless service from Chicago to Seattle, as miraculous as the change from mail service across the country by the pony rider to air mail service.

It is a professional crime to allow the schools to pass unheeded the industrial miracles which have affected every home in the New World for the last century and a half while worshiping the political makers of war and heroes of battles.

Because of the adaptation of soil and climate to wheat raising, commercial flour was for a long period confined to Delaware and Maryland. Southeastern Pennsylvania was early and always highly prosperous agriculturally.

Benjamin Franklin was largely responsible for this development. He imported from France a

cargo of plaster as fertilizer because when he represented his government in France he discovered that the large crops of garden produce came from land that had been fertilized by the use of plaster.

In order to promote his sale he wrote, with the plaster, in front of his place "*Plaster of Paris,*" and it has been styled "Plaster of Paris" ever since. Wilmington and Baltimore created flour mills and monopolized the industry until the country beyond the Alleghenies became a vital factor in the New World.

The Erie Canal made it inexpensive to bring the wheat to Rochester, New York, where there was limitless water power, or to send the flour to New York and market the flour to people who would use. This was the first of the great pioneering industrial adventures of the then West.

Later the Wabash country of Indiana became a vast wheatfield, and St. Louis succeeded Rochester as the great pioneer in developing industrial and agricultural prosperity in the West.

With the settlement of Iowa and Missouri wheat-raising was supplanted by corn-raising, because in the language of the day, "corn could be marketed on the hoof," and cattle and hog raising was so triumphant that the packing house industry took possession of St. Louis.

While wheat was losing out in the mid-West states the Northwest was developing as a wheat country. There was limitless land and equally limitless water power as well as water traffic through the Great Lakes and the Mississippi River.

At once there were created varieties of wheat adapted to the latitude and in many respects superior to any that had been previously created.

But far above any other asset was the discovery, or development, of industrial leadership of surpassing efficiency, and the Washburn-Pillsbury leadership did for flour-making what the Vanderbilts and Astors did for the railroads, what the Swifts and Armours did for the packing industry, and what Carnegie and Frick did for steel, and what Stanford and Harriman did for the Pacific Coast.

For more than half a century the benefit of the evolution of flour-making has reached more homes three times a day, more intimately, than has any other industry, and with more frequent improvements.

The meeting of the National Education Association in the Northwest in July, 1928, should do for education through appreciation what has never been done, even in the Northwest, heretofore.

Get Out of Doors

By EDGAR A. GUEST

Get out of doors—'Tis there you'll find
The better things of heart and mind.
Get out beneath some stretch of sky
And watch the white clouds drifting by,
And all the petty thoughts will fade
Before the wonders God has made.

Go wade a trout stream in the spring
And brother with the birds a-wing;
Know what it means to wander far,
Your guide the sun or evening star.
Who sleeps beneath the open sky
Soon grows too tall to tell a lie.

Get out of doors.. The fields are clean,
The woods will teach you nothing mean.
Who toils beneath the summer sun
Sleeps soundest when his work is done.
If splendid manhood you would know,
Get out where you've a chance to grow..

Read deeply kindly Nature's books,
Familiarize yourself with brooks,
And with the majesty of trees,
The constant industry of bees,
And all that shape the Master's plan—
They'll teach you how to be a man.

—Montana Education.

Belding's Page

CULTURE OF THE EGO

A COLLEGE dean remarked, the other day, that the life of a student makes for selfishness. The boy or girl in college is devoted to self-development. For the time being, he or she is excused from productive labor and is receiving that for which no immediate return is asked.

If this be the case, all the more responsibility rests upon college faculties to awaken altruistic impulses in their students and, in every possible way, to provide exercise in the service of others.

The student who is self-centred should be periodically confronted with challenges to the nobility of soul that is latent within his breast. He should be induced to pursue courses which relate him with life and its problems. He should meet professors whose own lives and works are examples of the highest loyalties, including the loyalty to their fellow men. In lectures, addresses and sermons, whenever the opportunity arises, the youth should meet vital issues, questions which bring him to grips with humanity.

That is the immediate and simple approach to the cure of selfishness. But there is a cure that goes deeper. Our colleges are what they are today because they have become so. They have taken form in years past and adhered to that form without consideration of their aptitude for meeting to the maximum the needs of their students. If colleges were to start afresh, devoid of the traditions and customs which now so firmly enchain them, would they be what they are today or something vastly different?

If the present atmosphere and method makes for selfishness, would it not be better to have the students assume some of their obligations to the community while yet in college? Productive labor could be provided. Self-support through dignified toil could be taught through an insistence upon part-time employment. Colleges do not have to be breeders of false notions, trainers of the "give me" spirit, if they will pay more heed to the kind of environment they create.

PRECISIONISTS

IT IS DIFFICULT to combine in one teacher a thorough drillmaster and an agreeable personality. Holding the pupil down to accuracy of thought and expression; demanding precise treatment, straightforward reasoning and exact memorization of what must be stored for future use—all this is a drain upon the nervous energy of the teacher, and therefore makes for irritability, harshness, sarcasm and other manifestations of meanness.

The teacher who overlooks little things is more popular and lives longer. Yet there is need for accuracy in study, and the value of being held to it by a firm, precise instructor is very great. The teacher who insists upon high standards of pupil performance is often held in grateful remembrance in after years by those who felt anything but affection during the period when nose was held to grindstone without mercy.

Teachers of the precisionist type should realize the dangers to their own dispositions and strive to instill in all their classroom work a deal of kindliness; to omit sarcasm; and to let firmness be tempered, be sweetened with good humor. Only thus can the teacher escape the price in distortion and sourness of character.

The happy combination of strictness with likeableness can be attained, for nearly all of us have seen it.

HAVE YOU SEEN AMERICA?

AN increasing number of wise schoolmen and schoolwomen find their greatest summer happiness in travel. The yearly exodus to Europe is but one manifestation of this desire. Vast armies of school people believe it is better to "See America First," and are acting upon this belief.

The convention of the National Education Association at Minneapolis will draw thousands of educators to that great northern state of Minnesota. Knowledge of the city and state visited will be supplemented by boundless information of regions passed through both going and coming.

The immensity of America is one of the most impressive facts borne home to those who traverse its territory. Another impression is that of its diversity. Within this broad land there is every variety of scenery. To those who not only love Nature but study it, there are endless discoveries in rocks and rivers, trees and shrubs and flowers, in grains, and in beasts, birds, butterflies, and beetles. Those who like to learn how things are done in different industries and communities can find the processes unrolled through travel.

Travel has a broadening influence scarcely to be met in equal measure by any other means. This is one of its highest benefits. It shows wherein people differ and yet are fundamentally alike.

Travel develops personality; creates fresh points of contact with other minds; gives perspective to the vision, balance to the judgment, and the pleasure of rich memories.

Travel costs money, like so many other things one wants to do. But money spent on travel is not wasted; it is invested, and it will bring liberal and sure returns.

Anson W. Belding

Associate Editor.

What's In a Name?

By BERTHA R. PALMER

WHEN the teachers of the land, many of whom are women, turn their thoughts, their eyes, and their steps towards Minneapolis this summer, they will be coming into that part of our country which owes much to its women, and to a city which has given cognizance in a unique and individual manner to the contributions women have made to our civilization. It was Sakakawea, an Indian woman, who guided Lewis and Clark on their first great expedition into the Northwest country, a journey which rivals in daring and exceeds in importance the expeditions of Stanley and Livingstone in Africa—this venture which justified the greatest real estate transaction ever recorded in history and gave to the world riches beyond estimate, was piloted by a woman. No less than three bronze statues have been erected to the memory of her historic service in the territory thus indebted to her. The very name of our hostess city recalls involuntarily the heroine of one of the sweetest love stories in our western literature, the musically descriptive name of "Minnehaha." This summer thousands of visitors will seek the place

> "Where the Falls of Minnehaha
> Laugh and leap among the oak trees,
> Laugh and leap into the valley."

Thousands will look upon the beautiful Fjelde statue of "Hiawatha" carrying the arrowmaker's dark-eyed daughter across the musical stream from which she had her name:—

> "Minnehaha, laughing water,
> Loveliest of Dacotah women."

Minneapolis has named her schools not only for persons but for great ideals, and has made her 113 buildings memorials of the statesmen, the historians, the authors and the inventors who have brought our young nation into first rank among those of the world. With peculiar chivalry, justice and keen sight they have placed among these influences upon the ideals of growing minds the names of our great nature lovers, and enumerated the women of our land who have taken their place as leaders in thought, in culture and in patriotic service. Minneapolis is unique in paying this tribute not alone to nature and to the women famous for their services to humanity but to womankind. The writers of our histories and the promoters of our memorials over the country seem to have forgotten that through all time every great man owed to the ideals of some woman, his life, his inspiration, and the stimulating influence that made him carry on. What do these memorials do for the school children of Minneapolis? What will they do for us, the visitors?

What's in a name? Try these and see: *Betsy Ross* flings before our eyes a banner of

> ". . . . . pure celestial white
> With streakings of the morning light."

and our hearts thrill at the remembrance of the domestic service of needle and thread in the hands of patriotic Betsy. *Alice Cary*, and the mind's eye sees a lonely beach where the wild wind raves and the tide runs high, but

> ". . . are we not God's children both,
> Thou little sandpiper, and I?"

And the love and faith learned so long ago in the words of a poet revive the trust so needed today. We hope the girls in the *Louisa M. Alcott* school are as happy and as helpful as "Meg" and "Jo" and "Amy," and that their lessons and responsibilities will give them the same sane outlook on life. Of course the boys and girls in the *Clara Barton* are enrolled one hundred per cent. in Junior Red Cross. Since 1861 her name means aid to unfortunates in war or other disaster anywhere in the world, and is synonymous with assistance, succor and relief to the distressed without money and without price. *Margaret Fuller* seems by its very tones to convey the impression of broad and deep culture, keen insight and clear judgment, sympathy, comprehension and understanding, a character the whole world honors. The name *Edith Cavell* is almost sacred. It recalls days and nights of heartache when all civilization was threatened; that by personal suffering individuals might have their standards raised, their ideals clarified and thereby change the thinking of the world. *Harriet Beecher Stowe* calls to mind a big-eyed, ragged little black girl with knots of bright color over her woolly head, and the bewildered words: "I don't kno'; specks I jes growed." The most progressive humane and altruistic steps in a half-century, as well as the growth of an idea into public opinion through teaching that idea to a generation of children flashes to mind with the name *Frances E. Willard;* also the childish determination of human grown-ups to do what they are forbidden to do even if the doing brings death. Minneapolis public schools are noted for their music; they strive toward the ideals of *Jenny Lind*, whose liquid tones brought delight to vast audiences on both sides of the Atlantic, and who used her talent for the joy it brought to her and to her hearers. "Is it not beautiful that I can sing so," she exclaimed, when told of the large proceeds from a benefit concert for children. But music has a second great influence recognized by the one who said: "Let me write the songs of a nation, and I care not who writes its laws," and the pro-

phetic words of *Julia Ward Howe* written in 1861 became the prayer hymn of the nation half a century later:—

"As He died to make men holy
Let us die to make men free."

What character ideals there are in *Emerson, Longfellow, Lowell, Whittier, Field, Riley, Irving* and *Hawthorne; Burroughs, Agassiz* and *Audubon; Schiller* and *Mann;* what patriotic examples in *Marshall, Calhoun* and *Clay; Standish, Sheridan* and *Grant; Adams, Jefferson, Roosevelt, Washington* and *Lincoln;* what patterns of patience and perseverance in *Fulton, Ericsson, Franklin,* and *Edison.* While *Pillsbury, Washburn, Northrop* and *Dowling* are examples that occasionally a prophet has honor in his own country. The school buildings are dedicated to the ideals of these great nation builders.

"It is splendid to have lived so grandly
That long after they are gone
The things they did are remembered
And recounted under the sun."

What's in a name? Everything! Nothing! Just what the owner puts into it, and just what the one who runs is able to read as he goes.

The children of Minneapolis have all the ideals which have built up a great nation held before them day after day and month after month during the impressionable years of their lives as they meet these great names which make each school building a memorial to truth, honesty, kindness, cleanliness, simplicity, loyalty, integrity, patience, perseverance, spirituality, endurance, purity, altruism, optimism, temperance, freedom, sacrifice, faith, generosity, joyfulness, love, research, education, godliness, or tolerance. At the same time it is recognized that these qualities are not peculiar to any one land or one race or one sex. Here are names from England and France, Ireland and Germany, Sweden and Holland. Horace Greeley advised young men to go West, but they could not go alone, and here in the great open spaces halfway between the Atlantic and the Pacific, and the Gulf and the Bay is that Utopia where woman, as always, has taken her place beside man in the great tasks and duties of life, and where that place is commemorated among the memorials which point the ideals of the coming generations. On to Minneapolis!

Youth Groping for Guidance

By TRUMAN F. GALT
Shenandoah, Iowa

AS I RAPIDLY survey the high school field in the United States I am led to believe that the larger per cent. of pupils of this age are groping their way through the preparatory schools and into their life work.

Thirty-one per cent. of the high school pupils of our country are found in towns of 2,500 population or less. Since the educational and vocational movement is comparatively young, having largely been developed in the last two decades, I assume that it is safe to say that 75 per cent. of the high school students receive no aid from those specially trained and appointed to render expert guidance during this most critical period.

Why have we committed such a social sin as safeguard our younger generation by careful parental and educational supervision while they are still playing along life's seashore, and then almost desert them when they get out into the breakers beyond their depth? For the high school years and those immediately following determine very largely whether each person's career is to be a blessing or a curse not only to themselves but likewise to society. During these years come the momentous decisions of life; why should we not render scientific aid if possible?

Several reasons may be given to explain our neglect to perform this duty. First, we have felt that each individual should be left to work out his own destiny unhampered.

But the law says that the period of infancy extends to age twenty-one, thus recognizing the inability of youth to choose wisely in single business transactions. If our young people are thus legally protected against errors which usually involve mere temporary loss, how much more worth while is it to protect them against wrong decisions which might result in years of failure, sadness, and regret.

Perhaps we have considered it the prerogative of the parents to steer their children during these critical years. This may be exactly right in principle, but in actual practice less than 50 per cent. of the parents unaided are competent to advise their children wisely in the matter of the choice of their life work.

Again, we recognize that this task of intelligent, scientific guidance is very complicated and difficult at best, and our native inertia suggests that we let good enough alone. We are steadily making progress in educational efficiency, why exert ourselves over much to enter such a difficult field? But if we are honest with ourselves, we must admit that this is a cowardly attitude to assume. We are living in the midst of a daring, high-powered age, when the impossible of yesterday has become the achievement of today. Yesterday's new and costly machinery is being scrapped today to make room for improved and more effective processes.

New transportation records are being made almost daily, can we afford to let our educational effort lag in an age of such great scientific and industrial progress? These improvements and discoveries tend primarily to increase material and temporal wealth, while the educator is dealing with spiritual and eternal values.

Coming back to the average secondary school pupil, upon what basis do we find him making his choices? Does he not largely drift through school? He selects his courses often because some chum has preceded him and succeeded in getting by, or because he likes this teacher or is trying to avoid some other instructor who has become unpopular with the pupils. In general it seems that the average high school boy or girl is like the light-hearted individual "who does not know where he is going but is merrily on his way."

Let us throw the search-light down the road ten years and see if we can get a close-up of these average young Americans ten years after finishing high school. Very often we find that they are still groping and drifting. A sad procession of "ne'er-do-wells" too often meets our gaze. Here we see the tragedy of the misfit. Some are in blind alley jobs, scarcely able to maintain themselves in a drab hall bedroom existence. Others not being satisfied have drifted from one thing to another until they have become industrial tramps. Still others following the natural mating instinct have ventured to found homes on too scanty incomes and the result has been either a speedy financial crash ending in a divorce court on grounds of "lack of support" or the other alternative so apparent everywhere, husband and wife both compelled to work in order to maintain the poor semblance of a home. Such homes are usually childless, which means that as far as these individuals are concerned there will be no coming generation.

The last end of this sorry procession includes many who have drifted down below the level of decency and self-support, and are thus adding to society's already heavy tax burden. The complete picture with all the individual heartaches, disappointments and regrets, and the consequent losses to society along many lines, is impossible of portrayal.

If young people and even adults can be misled, they can be led. That the pupils in our secondary schools should be scientifically led and guided through these critical years fraught with so much of good or ill in the way of potentiality, is the thesis which we wish to maintain.

I am sure that you will agree that this is a most worthy educational ideal. But can it be in any complete sense realized? That has not yet been fully demonstrated.

Enough pioneer work has been done, however, in many of our larger cities to prove that intelligent effort along these lines will bring very gratifying results, both from the standpoint of the individual and of society. These results have been attained by setting up Vocational Guidance Bureaus with directors and trained assistants in charge. Data concerning each pupil is gathered by means of intelligence and achievement tests, teachers' rating cards, questionnaires to pupils and parents, and individual interviews. On the other hand vocational and employment information is gathered and filed and the director does all in his power to aid the individual in making choices in harmony with native gifts and aptitudes. Gradually from vocational guidance alone the movement has extended over to the broader field of education as well, since their close relation has become apparent.

In the nature of the case if the majority of high school students are to receive this help, the value and importance of the movement must become the common vision of all educators at work in this field. It is clear that if this work is to be accomplished in the smaller high schools it must be done by either one of the regular teachers or the principal, as it would be impossible in a small school system to carry the expense of a specialized department.

And even in the larger system with a director in charge its success depends largely upon faculty team work. The classroom teacher's pupil ratings must be willingly and conscientiously recorded, else grave injustice may be done.

The guidance movement will necessarily place us under greater responsibility, but we are living in an age which makes great demands, demands in keeping with our rich heritage. Non-stop transoceanic flights require greater courage, more sustained effort and greater sacrifice than every-day cross country flying, but there have not been lacking those who were willing to measure up to these demands, for the sake of speeding up the new day of economic development. Surely educators will be willing to do as well in a field which gives promise of proportionate social and spiritual advance.

Let us then enlist wholeheartedly in this movement, realizing that back and underneath all material development must stand the spiritual, else our materialistic civilization becoming top-heavy must inevitably collapse.

We must not become discouraged if we do not entirely reach our goal. For if we can succeed in eliminating a part of the vast present waste in human resources, and conserve ten per cent. of the ability now being dissipated, we will speed up the cultural forces of the next generation to an almost unbelievable extent. Less than five per cent of our people possess pronounced qualities of leadership. In a large number these talents lie dormant, in others it is used only partially, others have exercised their powers along disastrous lines, and an overworked minority are striving to save the world.

The Guidance Movement in the high school if scientifically organized and administered will discover the latent powers, reclaim the perverted talent, enlist, organize and direct them into constructive channels, which will result in untold blessing to our own as well as many future generations yet unborn.

REFERENCES.

Those wishing to pursue this subject further may find the following references helpful:—

William M. Procter—Educational and Vocational Guidance. Houghton Mifflin Company. 1925.

John M. Brewer—The Vocational Guidance Movement. Macmillan Company, New York. 1918.

H. C. Link—Employment Psychology. Macmillan Company, New York. 1919.

William M. Procter—Psychological Tests and Guidance of High School Pupils. Public School Publishing Company, Bloomington, Ill. 1923.

A. F. Payne—The Organization of Vocational Guidance. McGrove-Hill Book Company, New York. 1925.

Vocational Guidance Magazine—Published for the Association by the Bureau of Vocational Guidance. Harvard University, Cambridge, Mass.

Molding the Will

By BYRON C. KIRBY, Ph. B., A. M.

THE foremost function of the school, whether it be primary, elementary, secondary, college or university, is the unfoldment of character, for it is this, rather than broad learning or high intellectuality as such, which lies at the foundation of one's social, economic and moral efficiency, even of his ultimate happiness and final end. In the words of Jacob Boehme: "Whoso lies quietly on his own will, and lets himself be led and guided by that inner principle from which he is sprung, is the noblest and richest on earth."[1] Goethe, in this connection, says:—

"Er hat Vernunft, doch braucht er sie allein
Um thierischer als jedes Thier zu sein."

Character is a complex; it is the blending of a number of forces. Consequently, the problem of improving it is at least a two-fold one. In the first place, it has to do with analysis, or the division of this composite into its component parts; and, in the second, it has to do with the constructive development of each of those parts.

Now, what are the elements entering into character? It is reasonably safe to conclude, *a priori*, that there are two of essential importance; namely, (1) proper attitudes such as honesty, integrity, industry, humility, frankness; and (2) will power. We must give full cognizance to each of these if we wish to accomplish anything in the direction of character building, regardless of the fact that article after article is published today in which no mention is made of will power. All the emphasis is placed upon attitudes. As a result practically everyone knows right from wrong, but he lacks the self-command necessary to render that knowledge efficacious. Consider any school child who has committed an offence. When questioned by the teacher he shows conclusively that he knows what is equitable and what is not; that he knows what he should do and what he should not do; that he knows the standards and ideals of society. Take the college student, the business man, the professional man, any individual; all know right from wrong; all know what they should do in almost all cases; all know the ideals, yet how often do we find each doing things which he should not do. It is not a knowledge of the standards that is lacking; it is the will. "Education believes that it has completed its duty when it has instructed or trained the brain; it never even suspects that something else is first of all necessary—the education of *will power;* tests are devised for everything except for the most important thing of all: whether a man can *will,* whether he can *promise;* the young man completes his education without a question or an inquiry having been made concerning the problem of the highest value of his nature."[2] In the case of criminals, we find that, in a majority of cases, even they know right from wrong, they know the ideals, but they fail to do the right, generally, not because of insanity or of mental deficiencies, but because of a gross inadequacy in proper volitional training.[3] This point does not seem far-fetched when we realize the fact that the most vicious cow or horse, when brought face to face with his master can muster up enough power of inhibition, a phase of will, to conduct himself in an acceptable fashion.

Character consists of proper attitude, plus properly directed will power. "I have described *character* as *theoretically* an act of will lying beyond *time,* of which life in time, or *character in action,* is the development."[4] This being true, character training necessarily consists not only in setting up standards, but also in directing and in training the will. One must not only know what to do; he must have the force to do it.

The development of the will, as a basic element in character, is not an easy process. It calls, in the first place, for a plan extending over a number of years and, in the second, for strict adherence to that plan.

1 Epistles, 37

2 Nietzsche, Friedrich, The Will to Power, p. 336-337, Macmillan.

3 Lombroso, Cesare, Crime, Its Causes and Remedies, p. 114.

3 Aschaffenburg, Gustav, Crime and Its Repression, p 207.

4 Schopenhauer, Arthur, On Human Nature, p. 92, George Allen and Unwin, 40 Museum St., London.

It is an ugly truth that the average run of people in unselected groups are naturally lazy and irresponsible. However, there are large numbers of individuals who are industrious; people who utilize every minute of their time for study, thought, research, work; people who never find a minute for idleness, for gossip, for loafing. Why this exception? Is it accidental and fortuitous? Or is it due to the fact that this latter class have had their wills properly trained and developed? It seems that such is the case. A man does what is unnatural for him to do, he studies, he works, he does right, he applies himself because he has the will to study, to work, to do right, to win; on the other hand he loafs, he loiters, he idles his time away, he steals, he commits crime, he loses his temper and flies into a rage at the least provocation because he has no will to do otherwise.[5] The driving power of his being has never been developed; his will has remained atrophic.

The fact that a large number of people control themselves in one degree or another demonstrates that the will is amenable to direction; that it can be modified, trained, strengthened. Furthermore, the fact that the people who today show the most striking evidences of will power—those who work indefatigably, who assume responsibility, who refrain from smoking, drinking, swearing, gambling, gossiping, evil, etc.,—are the ones who were subjected to the most rigid discipline in their formative period tends to show that the will, to be strengthened, must be strengthened through firmness, through sternness, through absolute discipline, both objective and subjective, extending over a period of years. A responsive, well-disciplined will is no more an accident than is perfect physique.

From the very first the child should systematically and without recourse be made to do certain chores around the house such as helping wash dishes, dusting, sweeping the walks, keeping the yard clean, keeping the house orderly, etc. He often cannot do this work well; and many times it will call forth more effort to get him to do it than for the parent to do it himself. But, nevertheless, the child should be made to react promptly, for more than the task is at stake, namely, the attitudes, will and character of maturing youth. When going to school he should be held responsible for hard work thoroughly done. Concentration, sustained attention, absolute application, proper attitudes, ideals and conduct must be stressed unrelentingly. Bluffing, idleness, loafing, foolery, cheating, stealing, bad morals, roughhousing, etc., should not be tolerated. As he becomes older, more and better work should be demanded of him in both home and school. If this course is followed systematically, scientifically and intelligently from the very first up until the individual becomes twenty years of age he will have the will to work, to be responsible, to be dependable, to do what is right.

The above statement will call forth two contentions: (1) It does not strengthen a child's will for another to insist upon his doing certain duties; and (2) people, as a rule, hold children to strict accountability. In regard to the first, the fact that a child is a child implies that he is dependent; if he is dependent, he must look to others to supply the additional mentality, will and physical strength that he needs; and if one must depend upon others for mental complement, it becomes incumbent upon them to do the supplying judiciously; to give the guidance in such a way as constantly to add strength instead of weakness; in such a way as ultimately to lead to logical judgment, to the power of keen analysis, and to controllable, strong volitional traits. If a child is made to do the right things, and prevented from doing the wrong things up until he is twenty he will, in a majority of cases, definitely determine to do what a desirable citizen should do from then on. True, the force of habit will, in a great degree, be responsible for this future conduct; but whenever there is a strong temptation for departure, the will will rise to meet the emergency. All this is said upon the assumption that ideals, attitudes, etc., have been stressed all along the line.

(2) In the second place, practically every one will argue that he demands exactitude. Each will insist that he holds the child responsible for many duties, that he makes him obey, that he insists upon his being orderly, systematic, polite, dependable, that he causes him to concentrate, to apply himself, to be honest, to be steady, to be eminently reliable. Yet, in a majority of cases these well-meaning people are mistaken. They think that they are strict, that they are exacting; but their standard, in the first place, is not as high as they think it is; and in the second, it is never attained, no matter how low it is. We need only to look around us to see individuals responsible for the guidance of children here, there and every place asking, urging, entreating, imploring them to do this, or not to do that, all to no avail. The children proceed as though nothing had been said. And the irony of it is that society innocently expects all of them when they grow up, to be law-abiding, dependable, industrious, honest, conscientious, properly willed citizens.

To develop will power, leaders of children must have high, properly evaluated standards in the first place and, in the second, they must see to it that through strict, unrelenting discipline, mental as well as physical, these standards are attained.[6] The man of tomorrow will be what the boy of today is—but the boy of today will be only what he has to be.

5 See Barrett, Strength of Will; also Moore, Dynamic Psychology.

6 Nietzsche, Friedrich, The Will to Power, Vol. 2, p. 334, 335, Macmillan.

'Round the Campfire—Listening to the Stories of the Forest Rangers

A jolly group on their way

Yellowstone

all-expense tours— the new way thru Gallatin Gateway

Old Faithful

After the N. E. A. convention in Minneapolis, hundreds of teachers plan to continue West.

Some are going independently—as they please.

Others are joining Personally-Escorted Tour Parties—a carefree, economical way to best see the West. You pay one, moderate, lump sum, covering every expense—hotel, meals, sight-seeing, transportation. No worry or bother—travel experts care for every detail en route.

Hiking, riding, fishing, golfing, swimming, dancing—you'll enjoy your trip all the more with a jolly, companionable crowd. Always enough for bridge.

Either way—alone or with all-expense tour party—arrange your trip over The Milwaukee Road. The Electrified Line takes you direct to the scenic new Gallatin Gateway. Marvelously different, this thrilling way into Yellowstone, through the spectacular old West.

Other tours include Spokane (Inland Empire), Rainier National Park, Puget Sound, the Olympic Peninsula—also Alaska.

And, of course, between Chicago and Minneapolis, as well as to the Pacific Northwest, The Milwaukee Road is the preferred route.

Mail coupon for free books

The MILWAUKEE ROAD

ELECTRIFIED OVER THE ROCKIES TO THE SEA

F. D. Dodge, General Agent
Chicago, Milwaukee, St. Paul and Pacific Railroad
552 Old South Building, Boston, Mass.
Please send me literature and information on
☐ Yellowstone ☐ Pacific Northwest
☐ Rainier National Park ☐ Alaska
☐ Escorted All-Expense Tours
Name.....
Address.....

CHICAGO MILWAUKEE AND ST. PAUL PACIFIC

Qualifications of a Coaching Teacher

By SAMUEL ENGLE BURR
Director of Research, Lynn, Mass., Public Schools

WITHIN recent weeks a number of inquiries as as to the training or preparation which a person should have in order to undertake coaching-teacher work have been received. Naturally the training required depends directly upon the service to be rendered. This service which the coaching teacher is expected to give is explained in detail in two articles which have appeared in the Journal of Education during the present year,[1] and which have caused the inquiries mentioned above.

Basing the qualifications upon the duties to be performed, the following is the presentation which results:—

1. The coaching teacher is primarily a member of the teaching staff. *Therefore she must possess those desirable personal traits and qualities which all teachers should possess.*
2. The coaching teacher must have a professional basis for her work. *Therefore she must be a graduate of an approved teacher-training institution, the minimum requirement being graduation from an approved two-year normal school, for elementary school grades.*
3. The coaching teacher must work with pupils of several grades. *Therefore she must be thoroughly acquainted with the methods and materials suitable for use in all the grades from which her pupils come.*
4. The coaching teacher works with pupils needing special help. *Therefore she must be unusually alert to the proper recognition of every possible teaching method or procedure. Proven success in regular teaching is essential.*
5. The coaching teacher must take children from several classrooms and she must bring them up to the grade standard. *Therefore she must be able to visit classrooms and intelligently observe what children and teachers under normal conditions are doing.*
6. The coaching teacher must be able to decide which pupils can profit by coaching work. *Therefore she must understand how to administer and to score group and individual ability tests (usually the individual, Stanford Revision of the Binet-Simon Test). She must know how to interpret the results of these tests. In a large school system this work will be done for her by the psychologist.*
7. The coaching teacher must know how to diagnose individual difficulties. *Therefore she must know how to use group and individual achievement tests in the various subjects. Even though there may be a modern testing program in operation in the schools, she will need to give further tests.*
8. The coaching teacher must meet individual needs. *Therefore she must be able to use the results of subject matter tests diagnostically and to fit her instruction directly to the particular needs disclosed.*
9. The coaching teacher must secure the favorable interest of her pupils in the work they are to do. *Therefore she must thoroughly understand the so-called "newer" psychology and must be able to furnish an activities basis for her coaching work.*
10. The coaching teacher must secure results as quickly as possible. *Therefore she must be familiar with the results of recent educational research, such as, for example, the Summaries in Arithmetic and Reading for Elementary Schools*[2] *and the general summary of studies which have been made in the secondary field, as published in the most recent Yearbook of the Department of Superintendence.*[3]
11. The coaching teacher must keep a careful record of her work and make detailed reports to the teachers and to the supervisory officer to whom she is responsible. *Therefore she must recognize the value of records and reports, and know what records to keep and how to keep them. A knowledge of simple statistical procedures will be found helpful.*
12. The coaching teacher will often have contacts with parents who do not understand or appreciate her function in the school. *Therefore she must have a knowledge of approved and workable methods used by social workers and must have the personality and tact to use these methods advantageously.*

SUMMARY OF QUALIFICATIONS

To summarize the qualifications which the coaching teacher should present, it can be said that she should have the training and personal qualities required of any regular elementary or secondary teacher plus a number of additional specific factors. She must know methods and materials for several grades, she must know how to test and

1 "The Work of the Coaching Teacher," Journal of Education, February 27, 1928, and "The Coaching Teacher at Work," Journal of Education, April 9, 1928, both articles by Samuel Engle Burr. The first one contained "Regulations Governing the Work of Coaching Teachers," a set of rules now in operation in the Lynn Schools and formulated jointly by Mr. Burr and Miss Marian J. Wesley, Primary Supervisor in charge of Grades 1, 2 and 3 in Lynn.

2 "Summary of Educational Investigations Relating to Arithmetic," by Buswell and Judd. Published by University of Chicago, Chicago, Ill., and "Summary of Investigations Relating to Reading," by W. S. Gray, published by University of Chicago, Chicago, Ill.

3 The Sixth Yearbook of the Department of Superintendence (1928). Published by the Department of Superintendence of the N. E. A., Washington, D. C. Part II, Research in Secondary School Subjects.

to use tests diagnostically, she must have clerical ability for keeping records, must have some knowledge of statistics and must know the ethical application of social service.

The position of coaching teacher is not to be filled by teachers who have grown old in the service and desire something easier than regular classroom work during their declining years. It requires patience, skill, knowledge, training, experience, tact and really incurable optimism. Undoubtedly it is the hardest teaching job in the building, if the work is properly done. On the other hand, it is richest in its natural returns. Insofar as salary is concerned, it should give a greater financial return than the regular classroom teaching position. There are two reasons for this: first, the training requirements are more extended than those of the regular teacher; and, second, the work is more variable, more uncertain, and requires continuous high pressure methods.

AN ACTUAL CASE

In talking with some teachers it has been obvious that they have been disappointed upon learning that they are not qualified to meet requirements such as are set up in this article. In fact, one or two have seemed to doubt that any teachers so qualified are available. An actual case of a fully qualified coaching teacher might be cited in order to explain how such standards can be met in practice.

During the winter of 1920-21 the school system of Lawrence Township, New Jersey, was surveyed by Teachers College, Columbia. The report of this survey [4] showed two facts which have direct bearing here. It showed that many pupils had an uneven development (which could be remedied by coaching). It also showed that a teacher in one of the one-room rural schools was securing unusually fine results, on the basis of pupil ability. This teacher was handling the work of eight grades in her one-room school. When a coaching teacher was appointed in September, 1924, this particular teacher [5] secured the position.

She knew the materials and methods for all the grades. She had had successful experience. She had shown ability to make successful contacts with pupils and parents. She took a summer course in tests and measurements—and has continued to take other summer school work every year since that time. The successful outcomes of her work have been explained in detail in the Journal of Education for April 9, 1928.

The standards which have been set up in this article can be met, then, and if coaching-teacher work is to be fully worth while, they must be met.

[4] Report of the Survey of the Public School System of Lawrence Township, Mercer County, New Jersey. Made by Division of Field Studies, Institute of Educational Research, Teachers College, Columbia University, New York City. Published by Bureau of Publications, Teachers College, Columbia, 1922.

[5] The teacher was Mrs. Mary V. H. Newell, who is still doing coaching-teacher work in the Lawrence Township Schools.

Johannes Brahms whose "Lullaby" has the simple grace of a folk-song

Do they know Brahms' "Lullaby"?

Ask your pupils to name some of the most beautiful lullabies of the world—would they name Brahms' beautiful "Lullaby"? . . . Or ask for the most beautiful waltzes of the world—would they name Brahms' "Waltz in A Flat"?

To help children know the most beautiful of all forms of music—the lyrics, walzes, minuets, sonatas—the Junior Clubs of the National Federation of Music have a list for themselves. It is of the music of the masters they want to hear and love this year. Brahms and Mendelssohn, Chopin, MacDowell. . . . It is so choice a list, so well arranged, that schools are also adopting it. We printed some of the listed records last month. Here are a few more. But write us for the *complete* National Junior's list. Also for the new Educational Catalog of Orthophonic Records to help you use this music wisely in all your classes.

Lullaby (Brahms) 1271
Waltz of the Flowers (Tschaikowsky) 6617
Minute Waltz (Chopin) 20614
Waltz in A Flat, Op. 36, No. 15 (Brahms) 20079
Minuet in G (Beethoven) 20164
Minuet from Don Juan (Mozart) 1199, 20990
Minuet (Gluck) 20440
Marche Slave (Tschaikowsky) 6513
Volga Boat Song 19960
Funeral March of a Marionette (Gounod) 6639
From an Indian Lodge (MacDowell) 20342
Anvil Chorus (Trovatore) (Verdi) 20127
Moonlight Sonata (Beethoven) 6591, 6592

The Educational Department

VICTOR TALKING MACHINE CO., CAMDEN, NEW JERSEY, U. S. A.

Personal and Professional

MISS SUSANE FENNIMORE TYNDALE, who died recently after a prolonged illness, was widely known and personally and professionally admired as the sister of Mrs. Jessie L. Gaynor, with whom she collaborated in the production of their famous song books for children. Two of her nieces, daughters of Mrs. Jessie L. Gaynor, are important musical composers. They are Mrs. Rose Gaynor Faeth of New York and Mrs. Dorothy Gaynor Blake of St. Louis.

W. G. CROCKER, Lisbon, North Dakota, who went from Somerville, Massachusetts, to the Northwest territory fifty years ago, and has been active in school work as a teacher, superintendent, author and editor, is a member of the State Legislature for the second term. Few men have meant more to North Dakota since its early settlement than has Mr. Crocker, universally known as "Uncle Will," his pen name as he writes for boys and girls far and near.

WILLIAM H. MADDOCK, sales manager of the Eastman Teaching Films, Inc., Thomas E. Finegan, president, leaves the active management of the business of G. and C. Merriam Company of Webster Dictionary fame, and will move from Springfield to Rochester. Mr. Maddock was with the Merriam Company, 1894 to 1898, when he went with the Silver, Burdett Company, with whom he was for ten years. Upon the death of Major A. J. Cheney of Chicago, twenty years ago, Mr. Maddock returned to the company as field representative. Eight years ago he came to Springfield, and has been active in the management of the business since then.

ISAAC O. WINSLOW, superintendent, Providence, maintains the traditional ideals of concentration in the high school years, but has adapted the application of mental intensity so that more than one-third of the high school students get direct preparation for marketing their efficiency advantageously in real life.

MRS. MARY D. BRADFORD, Kenosha, Wisconsin, has had unusual educational service. When first we knew her as an exceptionally skilful professional leader she was in a prominent Wisconsin State Normal School. Then she was the first woman city superintendent in Wisconsin and made Kenosha recognized nationally because of her scientific educational activities. She at once took a leading part in the National Education Association in the summer and winter meetings, and was eminently wise and tactful as a leader.

A few years ago she retired from active work, and went to Wilmington, Delaware, with her son, but after a season of relief from the burdens of administrative responsibilities she returned to Kenosha, and is delightfully associated with the women of the state in various professional affairs, and has abundant opportunities for public speaking. With the comforts of health and the joys of appreciation of her public service she is achieving as much educationally as in the d ys of official activities.

CLIFFORD W. BARNES, president of Orchestra Hall Sunday evening services, Chicago, the most outstanding service of its kind in the country, has been closely identified with religious education activities in many ways. He is to this movement what George W. Coleman is to the Ford Hall Sunday evening platform.

WILSON L. GILL, who was responsible for the Children's Building at the Columbian Exposition, 1893, is planning for a Children's Building for the 1933 Chicago Fair. He has been the outstanding champion of children for more than forty years.

F. M. LONGANECKER, superintendent, Racine, Wisconsin, has seen the second city in the state develop one of the best building equipments with rare economic foresight, and has magnified professional prosperity with the joy of peace in the teaching force of the city. All this has been achieved in the ten years that have not been famous for civic peace and prosperity. It has been every way delightful to see Racine attain and maintain high standards in material and purely professional educational functioning in these ten years.

ISLAY F. McCORMICK, Albany (N.Y.) Academy, has taken an academy famous for its leadership of boys preparing for college half-a-century ago, and is making an academy equally adapted to the boys of this restless age. He is not dealing with the students of today from the standpoint of the day before yesterday, and is not dreaming of their life day after tomorrow. The Albany Academy merely makes the boy's today the tomorrow of his yesterday and the yesterday of his tomorrow. The Albany Academy is the running mate of Hotchkiss School, Lawrenceville School, Tome School, Taft School, and the best demonstrations of the way to prepare young men in their college preparatory days to get the most out of their college life.

Real Education

WE HAVE a very handsome paper weight from the high school of Johnstown, Pennsylvania, S. J. Slawson, superintendent, and James Kiblins, principal. There are several reasons why we greatly appreciate this remembrance, one of which is the real education which it represents. We wish all of our readers could see this paper weight, but those who cannot see it will do well to read the story of what was involved in the making of it, for it represents the combined efforts of the machine shop, electrical shop, chemistry laboratory and drafting room co-operating.

The paper weight was made from Bessemer steel and the material cost would approximate twenty-five cents. A surprising number of machine operations and processes were involved in the producing of this little problem in the machine shop, thus serving as an excellent project to give the boys training in the use of the machines and especially the making of gears.

In the electric shop the weight was cleansed by dipping in acid, placed in the copper solution, copper-plated, and then nickel-plated in the nickel solution. The current for plating was developed with a motor generator set built up of a discarded A. C. motor for power and a D. C. motor for developing the low voltage required. The current was controlled and kept to the desired voltage by a series of resistance coils placed in position near the electrical bath. The weights were kept in the solution for about fifty minutes and then polished with a buffing wheel.

The department of chemistry made a thorough study of the processes used commercially to do electro-plating and experimented with mixtures to get the desired results. All of the chemical baths and solutions were prepared by the chemistry students.

The mechanical drawing boys worked up the finished drawings, tracings and blue prints of the paper weight from the sketches submitted by the machine shop instructor.

This project served very successfully to correlate the work of the four subjects enumerated and aroused intense interest and activity on the part of the students to help make the work therewith a complete success. Nickel and copper plating may be discussed and played with in the classroom, but real educational value and practical worth is demonstrated when the actual plating can be accomplished by the students upon a shop problem. Difficulties and problems had to be met. The solutions did not give results at first. Trouble was experienced in lowering the voltage to the proper amount with the equipment on hand. Time for depositing elements had to be carefully studied and tested to get desired coating. The boys had a hard time in getting the proper material for polishing. But finally the proper polish was discovered and the desired polish was obtained.

NERVE STRAIN
is dangerous!

It means lowered vitality and energy-depleted nerve force and mental exhaustion. At the first symptom of fatigue, try a teaspoonful of Horsford's Acid Phosphate in a glass of cold water. Wonderfully refreshing and invigorating. Soothes tired nerves. Supplies nourishing phosphates to the body. *At all Druggists*

R 50 28

HORSFORD'S
ACID
PHOSPHATE

In scientifically graded vocabulary

In distinctive literary quality

In simplicity and naturalness of method

NEWSON
READERS
—EXCEL—

"The children using Newson Readers have a better expression in their reading than any similar class I recall. I am much pleased with the results."

Ernest P. Carr,
Supt., Marlboro, Mass.

NEWSON & COMPANY
73 Fifth Avenue New York, N. Y.

School Problems

Edited by a School Executive

134. Please give me help on the following topic, "Assistance Elementary Grades Should Expect from the Office." (Texas.)

I hope your "office" includes an elementary school supervisor. She is the greatest source of help it can give you. She is that constant, intimate, trained source of inspiration, information and guidance every elementary teacher needs. But I am going to take the common case of a small school system where the office consists of a superintendent of schools and a clerk or two, and try to make a few suggestions on that basis, as I know nothing of what your "office" may be.

First, you are entitled to thoughtful, friendly co-operation based on definite knowledge of your conditions and problems in so far as your superintendent's time and capacity will unable him to give it. You should receive the opportunity to help form the educational policies such as curriculum making and textbook selection, and a system of reports and records that minimize the clerical work for principals and teachers. News of educational opportunities such as educational meetings, conferences summer and winter, courses, magazines, new books, studies, etc., are constantly coming into the "office," and should pass out to the teachers.

There should be some form of permanent as well as temporary suggestions and directions from the "office" in the hands of the teachers. This is clearly seen in the coming of new teachers who frequently find themselves all at sea. The bulletin as well as the general and special teachers' meetings help to keep relations between the "office" and teachers alive.

These are but a few lines of assistance the elementary schools may expect from an up-to-date school system "office."

135. "We never let a boy fail!" I'm tired of that preachment. It is a good thing to let some boys fail. I'd like to hear what you think on that point. (Illinois.)

Your remarks lead me to think that perhaps you have the lazy pupil in mind and you hope to wake him up by letting him fail. Now, while every boy is an individual case and must be dealt with as such there are common elements which we can perhaps consider here. First, why are these boys lazy and in the "don't care" class? Or why are they waiting for some one else to pull them over the top? Behind that is wrong training, isn't it? Are they to blame for that? "Oh, but," you say, "these fellows are big enough to know better. Their philosophy of life is get all they can without working. They shouldn't be allowed to get away with it. It's not good for them." I'll agree to all that, too. But behind it is a wrong habit formation, and just the smash of failure won't assure you of right habit formation. If the task is adjusted to the boy's ability (and right there we often fail him), then it is our business to find ways and means to stimulate continued activity which must result in a certain amount of success. That is the technique of teaching. We don't teach until he learns. His failure is our failure. One of the worse things about failure is the scar it leaves. It hammers into a boy the fact that he is a second-rater and I have never seen a man rise to success on the belief that he was a second-rater.

Our schools are artificial situations, and do our best we cannot meet the needs of our boys but in part. Our organization, our grading and our equipment bid fair to fail to meet the individual needs of all for some time, and that means we will have some boys failing, but we should do all in our power to cut the number down to a minimum. If on the other hand you have in mind passing a boy on saying he is ready to go on when both he and you know he isn't, that is most wrong. But remember, he never completely fails, and when retardation is absolutely necessary that fact should be stressed with the boy, and faith in his own possibilities to go from there to something better instilled in him if possible. Wishful thinking gets us nowhere, it is true, but in this case fact facing drives home the point that the boy's failure is partly ours, even if he is lazy, and failure is never a good thing.

136 What do you think of case method in teacher training? (South Dakota.)

I think we might profit more by it than we do, especially when our training teachers bring their cases back from the field to the Normal Schools and Teachers Colleges for round-table conferences. Then the cases are alive and not theoretical, and the details are fuller and more significant. In this situation you get real type problem cases. However, the case method alone is not enough. The statistical studies which include thousands of children and extend over a span of years disclose evidence and lead to conclusions from a wider field than any actual live case study can do. They also come from expert leadership. The two approaches, case and statistical, are necessary.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Tulip Torches

There are torches of golden flame burning in a thousand gardens where the tulips have come into flower. What a steady glorious light they shed! How constant and beautiful the six flames that flare up around the central fire! What darkness is there in the world that needs such wondrous light? Across what pathway falls such golden radiance?

The torches that men carry are not lit until the sun has vanished and the darkness comes, but the torches of the tulip shine most brightly when the day is full of golden glory.

I think the darkness on which the tulip torches have shone all these many years since the world began, is the darkness in the mind of man. From what other source except the beautiful outside world could man get glimpses of the beauty hidden in the mind of God? I can imagine a savage pausing, as he tracked down a deer, to look with faint wonder at a lovely flower that blossomed by the trail. Through that faint wonder a torch of beauty was carried into his very being that joined with others to spread a happy radiance across his path, leading him on into higher and nobler places of the soul, and so when I see a flaming tulip or a flaming butterfly or a flaming evening sky, I think of silent torches going silently but beautifully down the long years ahead of the wonder-eyed spirits of mankind.

Keeping Awake

What a struggle it is to keep awake. Our eyelids are always heavy. Our feet are heavy, too. Our hands are so heavy we cannot hold them out away from the body for one single minute without suffering fatigue. What an unending war is going on all the time between us, our spirits, and the chill, cold, heavy world about, and yet,—we must keep awake. We must open our eyes and look at things and open up our ears and hear. No stone can do that. No stone has within it the finer stuff full of the power to open and shut little windows that we call eyes and ears. And yet, what spirit can keep off the dark more than a few hours at a time? The hardiest mortal that ever lived must sleep; must pull down his eye shades, close up his ears, and sink into darkness and silence in order that he may wake again to light and sound.

And so the struggle goes on. Life opening up its little windows, peeping out at the round world and the distant stars, in spite of the heaviness of all the earthly things that try to keep these mysteries from it.

For those who understand this struggle how precious grow the moments of the light; how charmed the moments when sounds break through the eternal silences. Golden moments these are, in which the spirit grows in power and understanding. As though to aid the little lives that struggle so hard to keep off the silence and the dark, a lovely tulip opens up its bud. It decks itself in dainty colors and clothes itself in a cloth of living gold. Standing in eternal blackness it awaits the opening of a seeing eye. The eye beholds it, catches a glimpse of the master's handiwork and thrills with the understanding that God is there beyond it, fashioning marvels in the dark.

A bird sings. Without an ear to hear the silver song, no sound would break the eternal stillness. Life wakes and opens up an ear and lo, the void is full of music and once more the spirit thrills with the understanding that all music flows down from the throne of God.

So let us improve the moments of the light, the moments when the ear listens. It is so hard to keep awake and the hours of darkness and the silence are so long.

Copyright, 1926, by Joseph B. Egan.
All Rights Reserved.

The Golden Melons

(From the Chinese)

Wan Soo lived in a little house built of bamboo and rice paper and roofed with last year's golden straw. When the wind blew the candles flickered on the teakwood table and when it rained the water stood in puddles upon the sand floor. In the cupboard the bottom of the rice jar could always be seen. In spite of her poverty Wan Soo was a happy spirit. She sang as she shielded the flickering candle with her work-worn hands; she hummed softly as she mopped up the puddles on the hard, sand floor, and she cheerfully divided the little rice she had with every beggar who came her way. One afternoon Wan Soo was down on her hands and knees beside the brook washing her few clothes in the clear stream. She heard the fluttering of wings overhead and looked up just in time to see a lark rock like a wind-blown leaf, and fall into the water near by. She ran at once and rescued the poor bird only to find that some one had wounded it with a tiny arrow. Leaving her washing unfinished, the good woman hurried home, drew out the arrow, and poured healing oils into the wound and fed the bird with crushed melon seeds. The day came when the bird was well. Wan Soo carried it outdoors and sat it upon her forefinger and lifted it up in the sky as though bidding it depart. In an instant the bird was gone, but its happy song floated down from the clouds like a fine, silvery rain. That evening as Wan Soo sat before her paper house admiring the sunset over the Sun Lun hills, the little bird returned. He fluttered just above her singing his sweetest song. Wan Soo reached up her hand thinking the bird would light upon her finger, but instead he flew down and dropped a single golden melon seed into her open palm. Wan Soo looked long at the seed. "I shall plant it," she cried softly, "for never was there seen on earth as lovely a melon seed. I shall plant it right here beside my door so that its melons will greet me like friendly faces whenever I go in or come out." Next morning Wan Soo was amazed to find that the seed had sprouted and that a vine had grown from it so vigorously that its green hands clutched the long bamboo poles that held up the roof. Over the door and along the side of the house hung the most glorious, golden melons, each one like a Chinese lantern ready to be lit and hung at a festival. Now it happened that Wan Soo was hungry, for she had given away her last handful of rice, so she broke off a melon and cut it in two. Imagine her surprise when, instead of the usual golden seeds, out poured a handful of the most precious and beautiful gems that ever an eye in China had fallen upon. Wan Soo was happy beyond words. She gathered up the gems and with one bought a house for a poor widow, with another a loaf for a starving man, with another a cow for a pale little girl who needed milk, and with another and smallest one a bag of rice for her own dinner. The story of her good luck went abroad, of course, and Shaw Win, an ugly, old witch who never did any good for any one heard of it. The very next day this envious lady hid herself behind a bush near the brook and when the lark flew down to drink shot him with a little dart and broke his wing. She then picked up the wounded bird, took him home, bound up his wing, and fed him weed seeds

gathered beside the road. In due time the lark recovered and flew away, returning almost at once with a silver melon seed which he dropped into Shaw Win's lap. The evil old witch planted the seed and stayed up all night watching it grow. Up, up it went, leaf over leaf, until it covered the straw roof with, here and there, silver melons glistening amid the green, each one expanding before her very eyes like the wonderful toy balloons.

Shaw Win seized one at once and cut it open with a great stroke of her bread knife. What was her surprise when a little man leaped out of each half and bowed before her! "Who are you?" she cried. "Tell me, at once, who you are!" "Most estimable, bad lady," said they both, "we are two beggars who have come to live with you forever more. There are a hundred more of us hanging on the vine outside your door." "Shaw Win got just what she deserved," said the simple folk in the village. "Now she must work day and night to feed the army of beggars who sit around her table." "I am inclined to think each one is an evil deed come back to plague her," said another, but Wan Soo, when she heard of the new beggars who had come to town, was not unhappy, for said she to herself: "Even the beggars of Shaw Win can be dressed in fine silk and made to do useful things if some one takes an interest in them."

Obedience

The philosopher repaired his soap box with a few blows of a handy stone, then placed it against a fig tree and settled his lean form upon it.

"It is possible," said he, "to obey while yet the very pattern of disobedience and to disobey even in the very act of rendering obedience.

* * * *

"A certain king was ready to depart on a long pilgrimage. His camels were assembled within the palace walls and all things waited on his word.

"Beyond the gates the people wailed, for of all kings he had been the noblest and the best, full of justice and charity and love and weary with the long toil in their behalf.

"'I cannot go,' said he to his assembled princes, 'until I have found the man in whose hands the people will be safe.'

"At that very moment soldiers entered before the throne, thrusting forward on his face a captain of the guards.

"'Sire,' said one, "this man was found asleep when he should have been at his post closing the great gates at the evening bell.'

"The king scowled. 'He who disobeys in such matters shall die at once. Pierce him with fifty arrows before the very gates he failed to close.'

"'It is a sorry task,' said the king sadly, 'to find one whose spirit prompts him to obey. For gold and honor and fine clothes men will obey, but seldom for the spirit's sake.

"'Mahmoud,' said the king, turning to a man upon his right hand, 'guard you the gates! You know the law. When the bell rings let no earthly purpose stay your hand. The gates must close.'

"The sun was setting on the following day. There was gold and violet in the far sky. Mahmoud stood beneath the gates waiting for the bronze bell to ring. As he looked forth upon the plain he saw a woman rise up out of the dust bearing a child upon her breast. She staggered forward and fell, and her faint cry reached Mahmoud's ear just as the first notes of the bell rolled pulsing from the minaret. Mahmoud laid his strong hand upon the lever that would close the gates. Again he saw the woman rise up out of the dust and, with the strength borne of despair, run crying towards him, holding up the baby as she ran. Beyond her, Mahmoud saw two men, armed with spears, in swift pursuit. The words of the king sounded in Mahmoud's ears above the clamor of the bell and yet he could not close the gates upon that hunted woman and leave her to her fate. The last notes of the bell had died away when Mahmoud received the spent creature within the walls. He had disobeyed the king.

"For a space he stood with downcast head, then, calling to him the soldiers of his guard, he said:—

"'Prepare your bows. I have disobeyed the king and here before the very gates shall die.'

"'It is not by order of the king,' said the corporal of the guard.

"'Am I not in command?' asked Mahmoud. 'Obey, lest you fail even as I have failed,' but the corporal said quietly:—

"'Let it be so. I shall not obey. There is a higher law. Instead I shall take you before the king for judgment. He is wise and good. Perchance he will spare your life.'

"With scowling brow the king listened to the corporal's talk, then turning to Mahmoud he said:—

"'What punishment would you inflict upon this man who has disobeyed your word in bringing you here instead of driving an arrow through your heart?'

"'O mighty king,' said Mahmoud, 'ask not this thing of me, for I have read this man's mind and there is no evil in it. In disobeying me he has obeyed a higher law.'

"The scowl cleared from the king's brow. He spoke gently.

"'Even so have you, my friend.'

"Then the mighty king turned to the assembled princes and said: 'Behold your master.'"

* * * *

The philosopher rose with a wry face, for his joints creaked.

"The law of the flesh is fashioned for the flesh," he groaned, "but the law of the spirit is without mete or bound. As for Mahmoud, how could he know that the woman sent before him at the gates tested his obedience to the higher law of love?"

Sharpening an Ax

This morning as I came down to the station I passed an old man who was busily engaged clearing away the underbrush that had grown up about the stems of the flowering shrubs that border the little lake. I stopped for a moment to follow the old man in his work. He cut away a twig here and a branch there; he loosened up the soil about the sturdy roots; he raked out the old leaves and cleared away the dead stuff wherever he found it. As he toiled, he came upon a thick branch of a low elm that a storm had broken down under a weight of snow. The old man looked at it, then took up a bright ax that lay near at hand. "Quite a growth of wild stuff for one summer," I said. The old man looked up and smiled. "The wild stuff," he said, "grows faster than the tame." As he spoke the old man ran his finger over the keen edge of his ax. "I should think that sort of work," said I, "would be hard on the edge of your ax. That soil is full of stones." "It is hard on the ax," said he, "but I don't mind. I have an emery stone at home, and every evening before I go to bed I give the ax a whirl on it." The old man went on about his work. The sound of his ax came to me as I boarded the train. "How many of the rest of us," I thought, "sharpen our axes the night before?"

How Character Chats Are Best Utilized

After the teacher has read one of the "Chats" to the class, a pupil, previously designated as "judge" for the day, takes the teacher's place at desk or platform and asks what the class thinks about the story. When a number of pupils have expressed themselves freely the "judge" quickly decides which pupil has given the best interpretation. This boy or girl autotically becomes "judge" for the next day.

In order that the lesson of the "Chat" may become the children's own possession the teacher herself should refrain from comment. By all means let the pupils talk it out among themselves. Only when her opinion is directly asked should she enter into the discussion.

EDUCATION IN ACTION

Teachers Neglect Own Health

School teachers as a class apparently neglect their health, for they are forced by illness to retire from active service long before the time when age would cause them to relinquish their duties, says Dr. William A. Howe, New York State Medical Inspector. More than seventy-seven per cent. of the 357 teachers retired in this commonwealth during the last six years were under fifty-five years of age, at which age, with proper supervision, Dr. Howe thinks, they should be at the peak of their usefulness. Sixty per cent. of the retirements were between forty-five and fifty, while fourteen per cent. stopped teaching between forty and forty-five. "These figures clearly indicate," says Dr. Howe, "that a vast majority of our teachers fail in health at a period in their lives when senile changes as a rule are not operative. They impress one with the great loss, much of which by proper health supervision is preventable, that the teaching profession is each year suffering. They still further emphasize the need for teachers more carefully to safeguard their health by annual physical examinations."

Charges Utilities Impose on Schools

A suggestion that the executive committees of the National Education Association study the extent to which agencies other than public utilities "have imposed on teachers in the schools" was made by J. W. Crabtree, secretary of the association, in a letter to members of the committee. Mr. Crabtree explained that he wanted "information concerning the use of schools by power organizations" to place before the Executive Committee and Board of Directors. He said that revelations from the Federal Trade Commission investigation into public utilities were "appalling." "I do not need to tell you that the leading men in the power industry censure these agencies as we do for taking advantage of the schools," he said.

Name Jersey Group To Study Schools

Personnel of the Legislative Commission, created by the 1928 session to study the public schools and educational institutions in New Jersey receiving support from the state, and to recommend a program for future support, has been announced. The resolution names Dr. Charles H. Elliott, Commissioner of Education, and Robert Lynn Cox, Montclair, president of the State Board of Education, as members. Governor Moore has appointed six men and Dr. Elliott has named three to complete the commission of fifteen.

Pupils Like School, Summer Class Grows

Children have changed their attitude toward school and in recent years so eager have they become to finish their elementary and high school studies that the vacation school of the summer months is growing. Investigation by the Federal Bureau of Education seeking a solution of the vacation problem for school children in the congested parts of large cities disclosed that nearly half a million attended the summer school last year, and 405,756 attended in 1926. The most common motive for attending the vacation school is the desire of the pupils to get ahead in their work, the bureau learned. Some pupils attend to regain the standing they lost by non-promotion and others to take advantage of the opportunity to finish the lower schools so that they could enter higher institutions of learning. Many of the pupils said they liked to go to school and others said they had rather go to school in the summer time than to idle it away. The first vacation school was founded in the old First Church of Boston in 1866. New York established one in 1894, and Chicago, Cleveland, Baltimore, Philadelphia, Buffalo, Indianapolis and many other cities have them now.

Crowd of School Children Witness Murder Trial

One hundred boys and girls, pupils from the grammar schools of Doylestown, Pa., were in the local courtroom recently when Calvin E. James, confessed slayer of three men, was put on trial for murder. The children had been given a holiday and were taken to court in charge of a teacher to learn about court proceedings as a part of their study of civics.

Many Foreign Students Now at Our Colleges

Students from abroad now attending American colleges are estimated to number 20,000. America's educational system, with all its unsettled problems, "is the outstanding achievement in machinery for disseminating and developing a common culture shared in by the masses of a people," Professor Paul Monroe of Teachers College told the recent meeting of the American Association of University Professors. Since the modern world was a world of democracy, he said, cultures were stable in proportion as they were shared by people generally, and hence students of education find their way to America from wherever the "democratic ferment is working." Students from South America are increasing. Dean E. E. Brandon of Miami notes special progress in facilitating intellectual exchanges.

$33,723,734 Check For N. Y. City Schools

New York City's share of the state appropriation for public school support is $33,723,734.17. This, the largest check ever drawn on the State of New York, was signed by Gerrit B. Lansing, Deputy Comptroller. The check represents an increase of $10,338,664 over last year's allocation, which had been the record for a single state payment of any kind.

Would Interest Labor In Educational Hobbies

There is no incongruity between higher education and manual labor, in the opinion of Dr. David Kinley, president of the University of Illinois, and he tells why in his annual report. An educated citizenry, he considers, is a better class of producers and a better class of buyers than an uneducated one, and in this respect he calls attention to the old New England factory hand, who used to study astronomy or botany or literature in his leisure, and who was unquestionably a better citizen as a consequence than the artisan who had no such side interests. "From an economic as well as a political viewpoint," Dr. Kinley said, "a democratic republic cannot survive without an educated citizenry." It is better to have people who work with their hands interested in economic and social subjects and in public welfare than to have them ignorant of or indifferent to such subjects, he points out.

Ryan Again Heads New York Schools

The Board of Education of New York City has re-elected George J. Ryan president and M. Samuel Stern vice-president. The board also voted to extend the course in the three training schools for elementary school teachers from three to four years. The change will become effective in September, 1929.

College Attendance Shows Rapid Gains

Today there are six times as many students in American colleges as there were thirty years ago. Between 1890 and 1900 there were 4,600 more students each year than the year before. Between 1900 and 1910 each year saw an increase of 9,900. During the next decade the annual increase more than doubled and amounted to 19,600. Finally, during the last few years the increase has amounted to more than 50,000 a year. The totals of attendance in 1890 were 120,000. Now they are 850,000. The rate of annual increase is now abating. There are still increases in numbers each year, but the percentage of gain over the year before is not as high as it was. The major cause of this increased attenddance of colleges and universities is ascribed to the increased prosperity of the people. More students have appeared because more of them were able to afford it.

Girl "Charm Training" Urged on Educators

Young girls should be taught the use of cosmetics rather than be scolded for being flappers, declared Dr. Frank D. Boynton, superintendent of schools at Ithaca, N. Y., speaking at the New Jersey State High School Conference at Rutgers University. "A lesson in charm is as essential as a music lesson or a dancing lesson," he said. "Flappers are not girls in their teens, but rather those in their forties who desire to be thought of as being in their teens." The speaker said the modern boy had forty-five times as much chance to get into trouble as his father had, basing his figures on a comparison between the "area of mischief" that could be covered by a horse and an automobile. He recommended understanding leadership rather than censure to help the "unspanked generation."

Private High Schools Increase Enrollment

Enrollment in private high schools and academies in the United States increased from 94,931 students in 1,632 schools during 1890 to 248,076 students in 2,350 schools during 1926, as shown by statistics of private schools and academies. The number of denominational schools reporting increased from 910 schools with an enrollment of 52,441 students in 1895 to 1,703 schools with an enrollment of 185,641 students in 1926. Nearly every Protestant denomination reported a decrease during the period 1895-1926 in either the number of schools or the number of students enrolled, or in both. Roman Catholic schools showed an increase during the period 1895-1926 in both the number of schools and enrollment, expanding from 280 schools with an enrollment of 12,777 in 1895 to 1,196 schools with an enrollment of 131,436 students in 1926.

New Bureau To Aid Colleges

An educational service bureau, with which a number of private schools are identified, has recently been opened in New York City. The object of the bureau is educational guidance in general and more specifically the gathering of data of value to college entrance committees. The data, to be obtained from schools that are members of the bureau, will result, its director, Charles K. Taylor, expects, in a cumulative educational history of the public and private schools of the country. The bureau's records will be open to all recognized educational institutions. One educator points out that the bureau is particularly useful to parents throughout the country who, by its aid, may be able to learn a pupil's real scholastic standing, and thus be equipped to bring pressure on schools that perhaps are doing mediocre work without realizing it.

Million Youngsters Will Learn to Fly

To teach 1,000,000 boys how to fly within the next three or four years is the aim of the Aviation Cadets of America. Members of the Dallas, Tex., Flying Club organized the Aviation Cadets of America last August, and already squadrons of boys are being formed in half a dozen cities. More than 150 high school students in Dallas are taking a two-year flying course under the direction of Air Corps Reserve officers. The lessons are taken from the army air service manuals and from information issued by the Department of Commerce. Boys must be fifteen years old, successful in a rigorous medical examination, recommended by two responsible persons and given consent by their parents to go into aviation. Every boy is given equal opportunity.

FOR SALE

Second-hand School Furniture

in good condition. Includes teachers' desks, children's desks and chairs, tables and book cases.

Inquire of **MR. J. J. KAVANAUGH**

HENRY BARNARD SCHOOL

HARTFORD, CONNECTICUT

THE ARLO BOOKS

READING EXPRESSION INTERPRETATION

Philadelphia has just honored the ARLO BOOKS by selecting PENNIE for her school reading list for next year. This is the fifth book of our group to find a place on the Philadelphia reading program.

Every principal who has seen it agrees that it is unique; it is unusual in style; it attracts immediate attention for its type and page arrangement; and its appeal to children is assured.

One principal who has seen a copy of PENNIE, read the book to second and third grade assemblies. He agreed that there has never been a story available for these younger pupils that could hold their spellbound interest as PENNIE did, from the first words to the end.

THE ARLO PUBLISHING COMPANY

NEWTON UPPER FALLS, MASS.

Attitude of Parents Often Retards Children

Parents of a mentally defective child, in their eagerness to have their child appear as bright as any other child, often ruin his chances for success, declares Meta L. Anderson, school supervisor at Newark, N. J. Frequently, Miss Anderson said, the parents refuse to allow the child to attend a special school adapted to his needs, or, if they do allow it, they bring about retarding emotional conflicts by constant nagging.

Teacher Carries Own Schoolhouse

When Edwin Hunnicut sailed for Alaska aboard the United States Bureau of Education power schooner Boxer, he carried with him not only his schoolbooks, but also his schoolhouse. Mr. Hunnicut, a carpenter as well as teacher, is bound for Egegik, in the Bristol Bay district, where a new government station is being established. The building is in knockdown form, and besides accommodating twenty-eight students, will be Mr. Hunnicut's home.

ATTENTION NEW ENGLANDERS!

Plan now to attend N. E. A. Convention at Minneapolis, July 1-6, followed by wonderful vacation trips to Yellowstone Park, Pacific Northwest, California, and Alaska.

For information and itineraries write

Principal E. B. SMITH
120 High St., Greenfield, Mass.

The Comfortable
Great Northern Hotel
CHICAGO

TRAVELERS select the Great Northern for its wonderful location in Chicago's "loop". They return because the large comfortable rooms, homelike environment, attentive service, excellent food and moderate charges make it an ideal hotel.

400 Newly Furnished Rooms $2.50 a day and up — Sample Rooms $4.00, $5.00, $6.00, $7.00 and $8.00.
New Garage One-half Block Dearborn St. from Jackson to Quincy

Walter Craighead, Mgr.

TREND OF THE TIMES

FASTER FIGHTING PLANES, with higher ceilings (altitude limits), developed since the World War, have caused the war departments of all the principal powers to maintain a constant search for new means of dealing with aerial attack. The race between designers of airplane engines and the makers of anti-aircraft guns resembles the never ending competition of armor plate manufacturers and ordnance experts, who are continually faced with new problems or the recurrence of old ones thought to have been solved.

TROLLEY FARES in most American cities have taken an upward trend during the last ten years. Passengers were paying on an average of 5.07 cents a ride in 1907. Since that time the rise has been steady; on February 1, 1928, it is reported, it had reached 8.107 cents. The scale of fares ranged from three to ten cents. Two hundred and thirty-four cities of the United States of all sizes have street railways operating under a ten-cent fare. The financial condition of street railways today is in better shape than a few years ago.

AMERICAN VISITORS in France this year are expected to spend at least $196,500,000. This estimate is largely based on last year's records and on current bookings. Hotel owners all over France believe that 1928 will be a better year than 1927. It is further estimated that about 300,000 tourists will visit Europe this year and will spend approximately $628,800,000.

AMERICAN TRADE with Russia appears to be prospering at the expense of British, German and Japanese trade with the Soviet. For the six-months period ended March 31 the value of Russian American trade totalled $80,000,000 to which should be added $20,000,000 for commerce not officially recorded by the soviet agencies. This compares with the $59,000,000 trade for the half-year preceding and with the $34,000,000 for the six months ended March 31, 1927.

GERMAN railroads will become democratized by abolishing the first-class cars in which, since the revolution, only parliamentarians and high government officials with free passes have traveled. The object is to increase annual revenues by 250,000,000 marks, which are needed for various purposes. Fourth-class cars, now the conveyance for poorer travelers, will be combined with the third class.

ROAD CONSTRUCTION in 1928 will at least equal and probably slightly exceed the highest mark recorded in any preceding year, according to estimates made by the Department of Agriculture. At least 240,000 miles of the total of 288,000 in the state highways systems will be maintained this year. Upward of $1,300,000 will be available for construction and maintenance of roads and bridges. This year's activities will include construction of nearly 9,000 miles of hard-surfaced pavements, upward of 12,000 miles of less expensive roads and 8,000 miles of road adequately graded and drained.

CONQUEST OF ORGANIZATION has displaced conquest of the West, thus enabling the United States to create a new civilization based upon a new conception of production and business, is the conclusion of Professor Andre Seigfried of the School of Political Sciences, Paris. Incidentally he declared that mass production divides America from Europe, industrially.

TELEVISION radiocasting three times a week has been inaugurated by radio station WGY. A radio expert has announced that equipment is now available to radio set owners that will enable them to receive radio photos in the home. Extensive experiments with the apparatus have shown that pictures of important events could be sent and received in the homes of operators of the set within three minutes after their actual occurrence.

RECENT MERGER of physical properties into great combinations, not contemplated by the Clayton Act, is likely to be subjected to attack, should a recurrence of business depression form an anti-trust sentiment, in the opinion of Lewis H. Haney, director of the Bureau of Research of the New York University. "Business institutes" might also be subjected to criticism and already a great many observers believe that the anti-trust laws are not being enforced, he declared.

FEZ, Morocco, a city of about 150,000, has such strict laws and such strict observance of them that a murder is almost unknown. Persons are still imprisoned for debt, while the insane are chained to the floor of madhouses.

The BOOK TABLE

CHARACTER EDUCATION IN THE JUNIOR HIGH SCHOOL. By Elvin H. Fishback, principal Junior High School, Anderson, Indiana. With an Introduction by Philip W. L. Cox. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

It is interesting to note the intense desire to do something new in character education. It is equally interesting to see how generally writers single out the Junior High School as the place for the demonstration of theory in practice.

The author says the school has agreed that its highest achievement is the development of character in the individual, but it has not made that goal its conscious purpose. The aim of the school has been largely that of intellectual training, and the assumption has been that character is a by-product that will take care of itself. Gradually, a feeling has been growing that more definite attention should be given to training in character development.

The book is full of paragraphs like these:—

"Radio certainly has wonderful possibilities for wholesome entertainment and instruction, but so far the human race is not able to use this marvelous invention entirely to further its best interests. We find ourselves in the position of having the radio without knowing how to use it to get the most from it, but we must take it into account when we deal with the changed social conditions of youth.

"Like the radio, the moving picture takes young people into realms unknown before it was invented. Scenes of life far removed from the child's actual experience are forced upon his attention. Great moral issues are presented in a vivid setting. Matters of sex are shown in situations that are overwhelming. Great lessons are taught and convictions crystallized that could not, except through a long period of time, be built into a human life."

BEAUTY SPOTS IN NORTH DAKOTA. By Bertha Rachel Palmer, State Superintendent of Schools, North Dakota. Cloth. 266 pages. Boston: Richard G. Badger, Gorham Press.

A glorified North Dakota is cause for national rejoicing. It has been a tragedy that the chief tourist attraction has been "Bad Lands" and its largest body of water has been "Devil's Lake."

Like a brilliant rainbow arching a storm-wrecked sky comes Bertha Rachel Palmer's prismatic "Beauty Spots in North Dakota," in which even the grains of sand of a dust storm glisten like diamonds in a necklace of a queen and Devil's Lake becomes an Inland Sea, the crowning glory of five thousand lakes as varied in size and form as tones on the chromatic scale.

"Beauty Spots" is certainly rescuing North Dakota from the effect of vicious politically-poisoned critics and jazz-minded tourists to an appreciation of symphony of color as light and shade play over the boundless plains, of the heroic pioneer's adventure and noble domestic self-sacrifice.

Artist instinct beautifies the ordinary instead of trying to throw a halo about the extraordinary. No sculptor wins enduring fame by modeling a world-famed stallion, but rather by magnifying the shaggy buffalo. No painting of a king in royal robes has immortalized an artist as has that of a peasant listening religiously in workday attire.

We have known North Dakota intimately for more than a third of a century, and despite our coveted optimism we have had enduring memories of unbridged rivers, ungraded roadways and ungroomed farmsteads, but under the magic spell of "Beauty Spots in North Dakota" we see beauty every way every day everywhere out there.

FUNDAMENTALS OF MODERN CHEMISTRY. By Herbert R. Smith, Lakeview High School, Chicago, and Harry M. Mess, Nicholas Senn High School, Chicago. New York: Henry Holt and Company.

We can think of no subject more likely to arouse interest and hold attention than modern chemistry. Linked as it is with modern physics it opens out into all phases of creation and challenges the greatest intellectual adventures. It appeals to students as nothing in school ever did in other days. It develops a feeling that everything can be explained, that there is no excuse for myths or superstition.

There are several highly important features of the treatment of the subject in this book. It carefully eliminates much that is not only not fundamental, but distracts the mind of the student.

No matter how successful the plan, the student's task is not complete until he has consolidated and made secure each advance in a new field of learning. Fundamentals must be sorted out of the mass of detail, rules of procedure must be deduced from experimental practice, and principles must be evolved from the collection of facts. The average textbook in chemistry by its wealth of detail is liable to scatter the attention when concentration is necessary. The present nation-wide insistence on minimum lists of fundamentals is a demand for greater emphasis on fundamentals which is difficult to obtain on account of the rapid growth of subject matter.

This book avoids a serious tendency when magnifying fundamentals. There is a liability to think of fundamentals as mere fleshless parts of a skeleton. Even muscles to use the skeleton are regarded as discounting fundamentals. In this book the activity of the fundamentals is regarded as the chief function of fundamentals. We have never seen the utilization of modern chemistry more elaborately presented than here.

Concentration of attention and interest is emphasized to the limit, which gives the book genuine distinction.

LABORATORY ENGLISH. Training in Appreciation and Technique for High Schools. By Jennette Lee, Smith College, and Gertrude Brewster, High School, Northampton, Mass. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

No school subject is being so completely reconstructed as the teaching of English, which is to be as definitely a laboratory demonstration of scientific efficiency as chemistry. The time-honored or dishonored practice of teaching students how not to write is being supplemented by the discovery of how a student can write attractively and market what he writes. A social friendly letter today needs to market itself as much as a business letter.

Old-time English teaching was in danger of being the same as calisthenics that was rhythmic by music, but paid no attention to keeping step with anyone without music.

Present-day laboratory English produces effective sentences in every letter, in every school exercise as artistically as in a formal essay. In nothing is there greater skill in thinking developed than in laboratory English and in this very elaborate manual tablet of Miss Lee and Miss Brewster, who represent the best up-to-date tendency in both high school and college teaching of English.

Improved Healthful Conditions

Surrounding the Use and Transfer of Free Textbooks Can Be Obtained by Protecting Them With

ESTABLISHED 1869

HOLDEN BOOK COVERS

Save Books Save Money Save Health

HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

Comes Out Even

Husband—"But why have you dated this letter the 10th when today is only the 4th?"

Wife—"Because I'm going to give it to you to mail, my dear."—Pele Mele, Paris.

The Vogue of "Permanents"

Mother—"Don't point, dear; it's not polite."

Little Elsie—"But, mother, look at that funny man over there. He's had a permanent haircut."

A Hot One

Mr. and Mrs. Ikey Rosenstein were looking over the fashionable spring coats in an exclusive woman's shop.

Mrs.—"Look, Ikey, here's a nice coat."

Mr.—"Oi! Oi! Rebecca, but see the price!"

Mrs.—"Oh, Ikey, don't be Scotch."

And Heartache

In a recent county test a question was: "Name two things we can feel, but can neither see nor hear." The expected answer was: "Wind and air." Among the replies, however, were found these two: "Stomach-ache and tooth-ache," and "Love and germs."

They were given credit for originality, at least.

Oh, Yes!

"I've brought that last pair of trousers to be reseated. You know I sit a lot."

"Yes," replied the tailor, "and perhaps you've brought the bill to be receipted too. You know I've stood a lot."—The Christian Advocate.

His Ailment

Auntie—"Won't you have another piece of cake, Willie?"

"No, thank you."

"Are you suffering with your stomach?"

"No auntie, I'm suffering from politeness."

A Scotchman found it necessary to notify his wife that he might not be home that evening, in which case he would phone her. This is what he told her:—

"I'll ring you at 6 o'clock. When you hear the bell you'll know it's me. Don't answer it, and I'll get my nickel back."

Inexplicable

Mother—"You got everything all right, dear, but did you ask the grocer how he sold his limburger cheese?"

Johnny—"Yes, mother, and he said that's what he often wondered himself."

Just Like a Man!

Clarence—"Aren't you nearly ready, dear?"

His Wife—"I wish you wouldn't keep asking that question, Clarence. I've been telling you for the last hour that I'll be ready in a minute."

How's Yours?

"How's your car running?"

"Not so good; can't get her throttled down."

"How's your wife?"

"She's the same, thank you."

EMERSON College of Oratory

HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean

HUNTINGTON CHAMBERS BOSTON, MASS.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of Murine Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY Dept. 77, Chicago for FREE EYE CARE BOOK

MURINE FOR YOUR EYES.

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St. — Pittsburgh, Pa., 549 Union Trust Bldg.
Portland, Me., 415 Congress St. — Birmingham, Ala., 808 Title Bldg.
New York, N. Y., 225 Fifth Ave. — Kansas City, Mo., 1020 McGee St.
Syracuse, N. Y., 402 Dillaye Bldg. — Portland, Ore., 409 Journal Bldg.
Philadelphia, 1420 Chestnut St. — Los Angeles, Cal., 548 So. Spring St.
Send for circular and registration form free.

Established 1890 — Incorporated 1904
THE EASTERN TEACHERS' AGENCY
T. M HASTINGS, Manager — 6 BEACON STREET, BOSTON, MASS.

THE CARY TEACHERS' AGENCY — Our business is done by *recommendation* in answer to *direct calls* from employers.
C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn; ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass.; GEORGE H. LARKABEE, Manager, Clapp Memorial Bldg., Portland, Me.

The BRYANT TEACHERS BUREAU, Inc. — We nominate only enrolled teachers on direct calls
THOMAS B. R. BRYANT, 175 Fifth Ave., New York City
MYRTON A. BRYANT, Witherspoon Bldg., Philadelphia

THE FICKETT TEACHERS' AGENCY
Edward W. Fickett, Prop. — 8 Beacon Street, Boston
Telephone Hay. 1678. — Established 1885

Earth Will Shake in 1951

A British earthquake expert, Dr. Charles Davison, recently announced that we can confidently expect a series of rather severe earthquakes between 1951 and 1958, and most probably about 1951. Others are prophesied to occur in 1980 or thereabouts. This is a rather long period of time to estimate the occurrence of earth shocks or quakes, but it is all a matter of statistics and exact scientific computations.

Earthquakes are recorded by an instrument known as the seismograph. This registers the shocks and wave-like motions of earthquakes. The name seismograph literally means earthquake-recorder, for "seismo," according to Webster's New International Dictionary, is a Greek combining form meaning "earthquake." An earthquake expert is technically known as a seismologist.

Some Famous Earthquakes

Estimates for future earthquakes are based in a large measure on the earth tremors and shocks of the past. These have been recorded by instruments. Severe quakes have also been historically noted, because of the great amount of damage done and the number of lives lost.

One of the earliest of earthquakes of any size recorded was in Sicily in 1693, in which 60,000 lives were lost. The terrible Lisbon earthquake in Portugal was in 1755, with fully as many lives lost. Twenty-eight years later there was a large quake in Calabria, Italy, costing 60,000 lives also. In Caracas, Venezuela, the earthquake of 1812 destroyed the city and took a toll of 12,000 lives. In 1822 the Asiatic city of Aleppo was razed and 22,000 people died.

Closer home was the Charleston earthquake of 1886, in which fortunately not many lives were lost. The Japanese earthquake of 1896 cost 26,000 lives. Then came the San Francisco earthquake of 1906, with great losses of property from fire.

In recent years there have been many severe shocks all over the earth, though especially in the Orient. In 1920 the province of Kansu, China, was visited by an earthquake in which, it is estimated, 100,000 lives were lost, and three years later fully as many were killed at Tokyo and other places in southern Japan. The Pacific regions are particularly subject to earthquakes. But the experts point out that the earth has just been passing through a period of quakes, which will be concentrated again with more marked severity, they say, in 1951 and the years following.

Meetings To Be Held

JUNE.

5-8: National Association of Public School Business Officials, John S. Mount, State House, Trenton, N. J., Denver, Colorado.

12: Georgia State High School Teachers Association, F. A. Brinson, Graymount, Georgia; Athens, Ga.

18-21: American Country Life Association, Nat T. Frame, 1849 Grand Central Terminal Building, New York City, N. Y.; Urbana, Ill.

18-22: American Federation of Organizations for the Hard of Hearing, Betty C. Wright, 1601 35th Street, N. W., Washington, D. C.; St. Louis, Mo.

25: American Federation of Teachers, Florence Curtis Hanson, 327 S. La Salle Street, Chicago, Ill.; Chicago, Ill.

25-27: Ohio State Teachers Association, F. E. Reynolds, 428 Chamber of Commerce Building, Columbus, Ohio; Cedar Point, Ohio.

JULY.

1-6: National Education Association, Minneapolis, Minn.

1-6: National League of Teachers Associations, Annie Kate Taylor, 914 Martinique, Dallas, Texas; Minneapolis, Minn.

1-7: National Association of Visiting Teachers, Lois Meredith, 8 West 40th Street, New York City; Minneapolis, Minn.

24-27: National Association of Teachers of Colored Schools, Clinton J. Calloway, Tuskegee Institute, Macon, Ala.; Charleston, West Virginia.

SEPTEMBER.

6: Massachusetts State Normal Teachers Association, M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joliet, Ill.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

NOVEMBER.

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

8-10: Wisconsin Teachers Association, B. E. McCormick, Bever Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin, Madison, Wis.; Milwaukee, Wis.

14-17: Missouri Council of Teachers of English, Mary A. Woods, State Teachers College, Springfield, Missouri; Kansas City, Missouri.

14-17: Missouri State Teachers Association, E. M. Carter, Columbia, Missouri; Kansas City, Missouri.

15: American Association for the Advancement of Agricultural Training, E. H. Shinn, United States Department of Agriculture, Washington, D. C.; Washington, D. C.

22-23: Illinois City Superintendents Association, H. B. Black, Mattoon, Ill.; Urbana, Ill.

23-26: South Dakota Educational Association, N. E. Perry Building, Sioux Falls, S. D.; Mitchell, S. D.

27-30: Co-operative Educational of Virginia, J. H. Montgomery, State Capitol Building, Richmond, Va.; Richmond, Va.

29-December 1: Southern Commercial Teachers Association, Mae Cheatham, Georgia School of Technology, Atlanta, Ga.; Savannah, Ga.

30-December 1: Central Association of Science and Mathematics Teachers, Winnefred Shepard, Proviso High School, Maywood, Ill.; Chicago.

30-December 1: Maryland State Teachers Association. Walter H. Davis, Havre de Grace; Baltimore, Md.

30-December 1: California Kindergarten-Primary Association. Mrs. Genevieve Anderson, 1186 Victoria Avenue, Los Angeles; Sacramento.

DECEMBER.

3-15: American Vocational Association, E. M. Smith, State House, Indianapolis, Indiana.; Philadelphia, Pa.

4-7: Association of Colleges and Secondary Schools of the Southern States, Guy E. Snavely, Birmingham-Southern College, Birmingham, Ala.; Fort Worth, Texas.

6-8: Association of College and University Unions, Edward S. Drake, Ohio State University, Columbus, Ohio; Nashville, Tenn.

26-27: National Council of Geography Teachers, George L. Miller, State Teachers College, Mankato, Minn.; New York City, N. Y.

27-28: Pennsylvania State Educational Association, J. Herbert Kelley, 400 North 3rd Street, Harrisburg, Pa.; Reading, Pa.

27-29: Association of American Geographers, Charles C. Colby, University of Chicago, Chicago, Ill.; New York City, N. Y.

27-29: Modern Language Association of America, Carleton Brown, New York University, New York City, N. Y.; Toronto, Canada.

27-29: National Association of Teachers of Speech, H. L. Ewbank, University of Wisconsin, Madison, Wis.; Chicago, Ill.

27-29: National Commercial Teachers Federation, C. M. Yoder, Whitewater, Wis.; Detroit, Mich.

BOSTON PUBLIC SCHOOLS
SPECIAL EXAMINATION
June 9, 1928.

On Saturday, June 9, 1928, a special examination for certificate XXX, Day and Evening Industrial Schools, Major Cookery, will be offered in The Teachers College, Huntington avenue, near Longwood avenue, beginning promptly at 9 o'clock, A. M.

For particulars as to eligibility requirements and subjects of examination, apply to the Board of Examiners, 15 Beacon St., Boston, Mass.

JOEL HATHEWAY,
Chief Examiner.

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

TEACHERS' AGENCIES.

BARDEEN - UNION TEACHERS AGENCY
PERSONAL ACQUAINTANCE DISCRIMINATING SELECTION
CAREFUL RECOMMENDATION
FREE REGISTRATION
PROMPT AND CAREFUL RESPONSE TO INQUIRIES
BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY
43RD YEAR
25 E. Jackson Blvd., Chicago
535 Fifth Avenue, New York
Peyton Bldg., Spokane, Wn.
York Rite Temple, Wichita, Kansas
TEACHERS WANTED for positions in Public Schools, Private Schools, Colleges, Universities, State Normal Schools, etc. Best schools our clients. Send for booklet "Teaching as a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address
Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York

KELLOGG'S AGENCY recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place, or know where a teacher may be wanted, address Kellogg's Teachers' Agency, 31 Union Square, New York.

The Corlew Teachers' Agency
GRACE M. ABBOTT, Manager
120 BOYLSTON STREET, BOSTON

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.
ALBANY TEACHERS' AGENCY, Inc.
Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions
We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.
74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY
ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies